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ABSTRACT

A study was conducted at Catonsville Community College (CCC) to investigate whether academically poor students register later than academically able students. Students taking required placement tests in April through September 1988 provided the database for the study. Variables included their testing date; scores on English, reading, writing, and mathematics placement tests; and resulting placements in English, reading, and mathematics courses. Study findings included the following: (1) July and August were the busiest months for testing; (2) contrary to the assumption that poorer students appear for registration and testing closer to the beginning of the semester than better students, there were no significant differences in scores on the reading, English, and math placement tests by testing date; (3) students taking the writing test between April and May had the highest mean scores; and (4) the highest placement rate for noncredit development math occured in July, with a steady declining through August to September. (AJL)

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# ASSESSMENT RESULTS BY MONTH

Donna H. Linksz

January 1989

Catonsville Community College

JC 890 144

## Assessment Results by Month

Assessment and placement occur without testing using high school records, prior college work, and SAT/ACT scores; but when this documentation is incomplete or indicates that remedial work is desirable, the student is required to confirm that assessment with placement tests.

This study was done to replicate a study done at Essex Community College to test the assumption that academically poor students register and are assessed later using placement tests in preparation for the fall semester.

Students tested as part of the assessment process in April through September of 1988 provided the data base which included their test date; English placement test (EPT) score; reading placement test (RPT) score; writing sample score; math placement test score; and their concomitant placements in English, reading, and mathematics courses.

RESULTS

Several graphs are attached which show many of the results. July and August were the busiest months for placement testing with August showing almost 60% of the work. The pattern for testing for English and reading placement was about the same with very slightly more testing for reading. The number of students tested in math was much fewer than those in either reading or English.

The mean test scores varied by month with means for the total group:

| | |
|---|---|
| RPT: | 22.2 |
| EPT: | 23.3 |
| Writing sample score: | 26.6 |
| Math placement test score: | 7.3 |

Contrary to the assumption being tested that poorer students appear for registration and assessment closer to the beginning of the semester, an analysis of variance testing the equality of the monthly means of the RPT showed no significant differences. Similar results were obtained for the EPT monthly means and the math placement test monthly means. The monthly test means proved to be

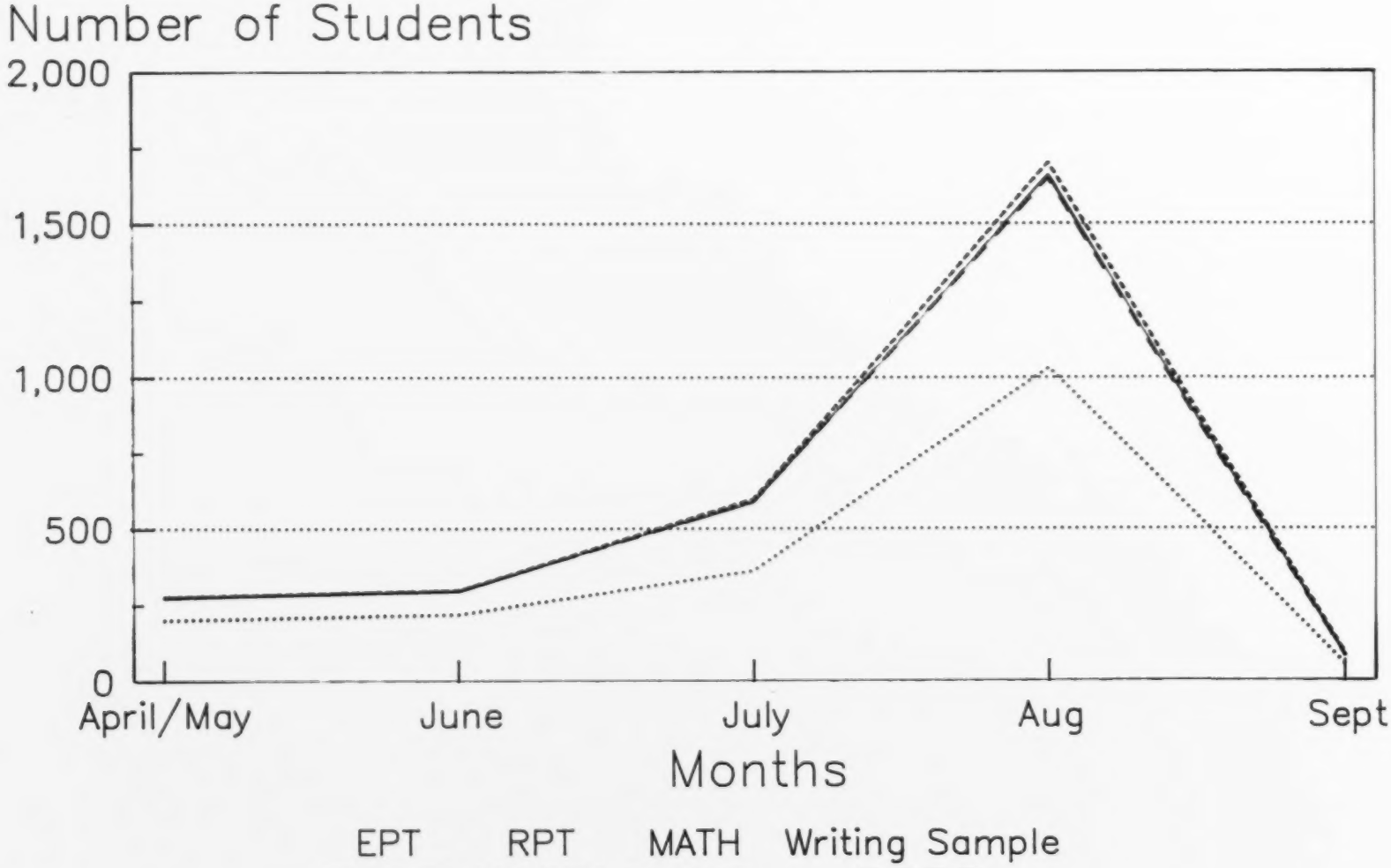
relatively stable. Only the writing sample monthly means showed a significantly larger mean for the April-May group. The individual scores were paired with the month the test was taken, and a correlation analysis was performed. In all cases no significant relationship was found: neither the EPT, RPT, writing sample score, nor the math placement test score is related to the month in which the test was taken. This again disproves the assumption that poorer students register later.

Reading placement testing results in over 50% of the students being placed in RDG091 or RDG101. The monthly placement rates are displayed on the attached graph with a placement rate for the entire group of 54.5% in these two reading courses. Slightly under 50% are placed in ENG091 or ENG096 with the largest placement rates occurring in April-May and June. The overall rate for the group was 46.3%. Monthly math placement rates fluctuate more than those for reading or English, with the overall math placement rate in MAS001, MAS002, MAT001, or MAT002 at 50.2% The highest placement rate for noncredit developmental math courses occurred in July with a steady decline through August to September. Thus it appears that rather than placement rates rising as we progress toward September, they actually fall as in the case of English and math placements or remain steady as in the case of reading placements. Again the assumption of poorer students being placed later is denied.

OIR, January, 1989

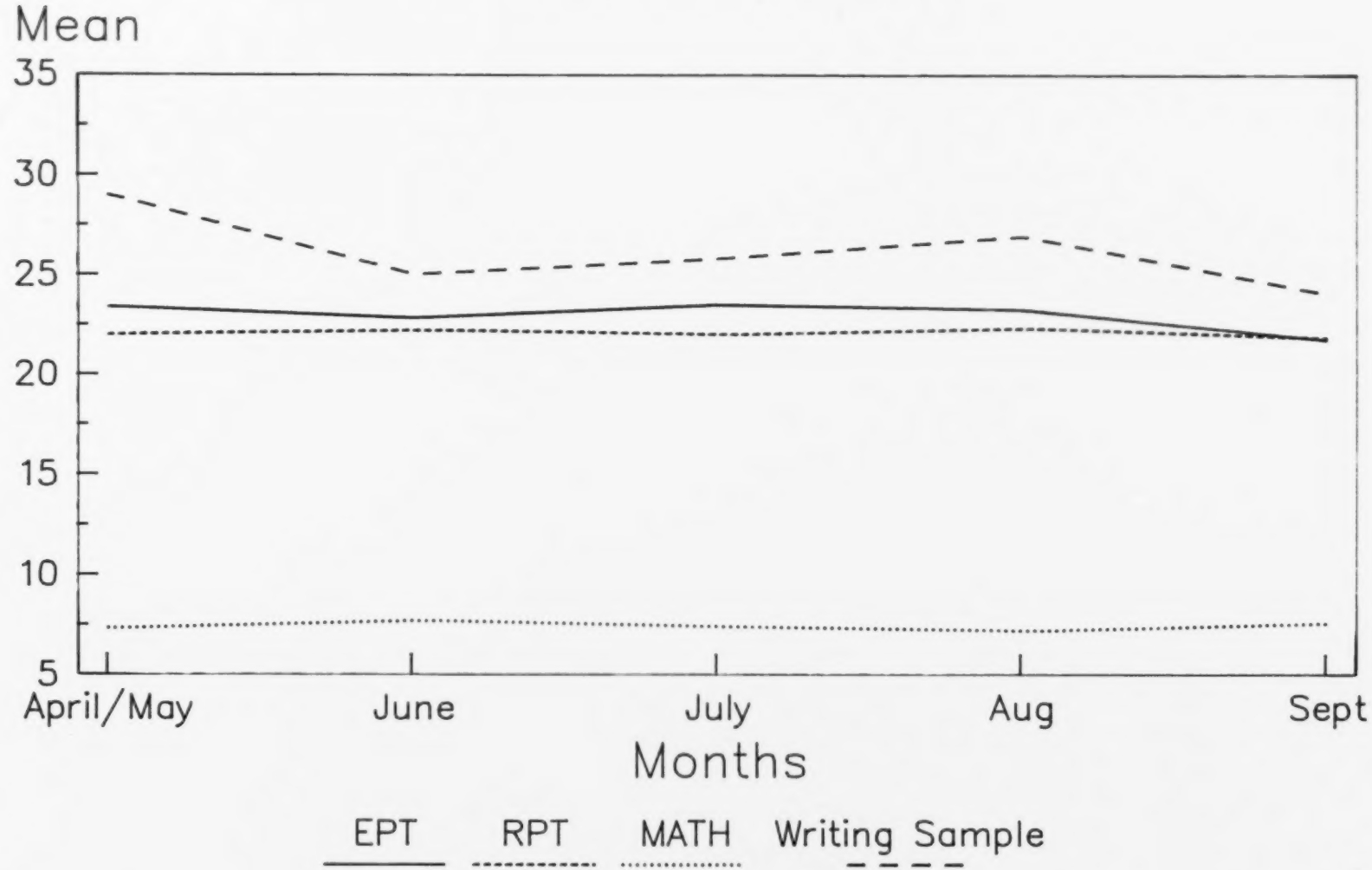
# Number of Students Tested

## for Fall 88 by Month

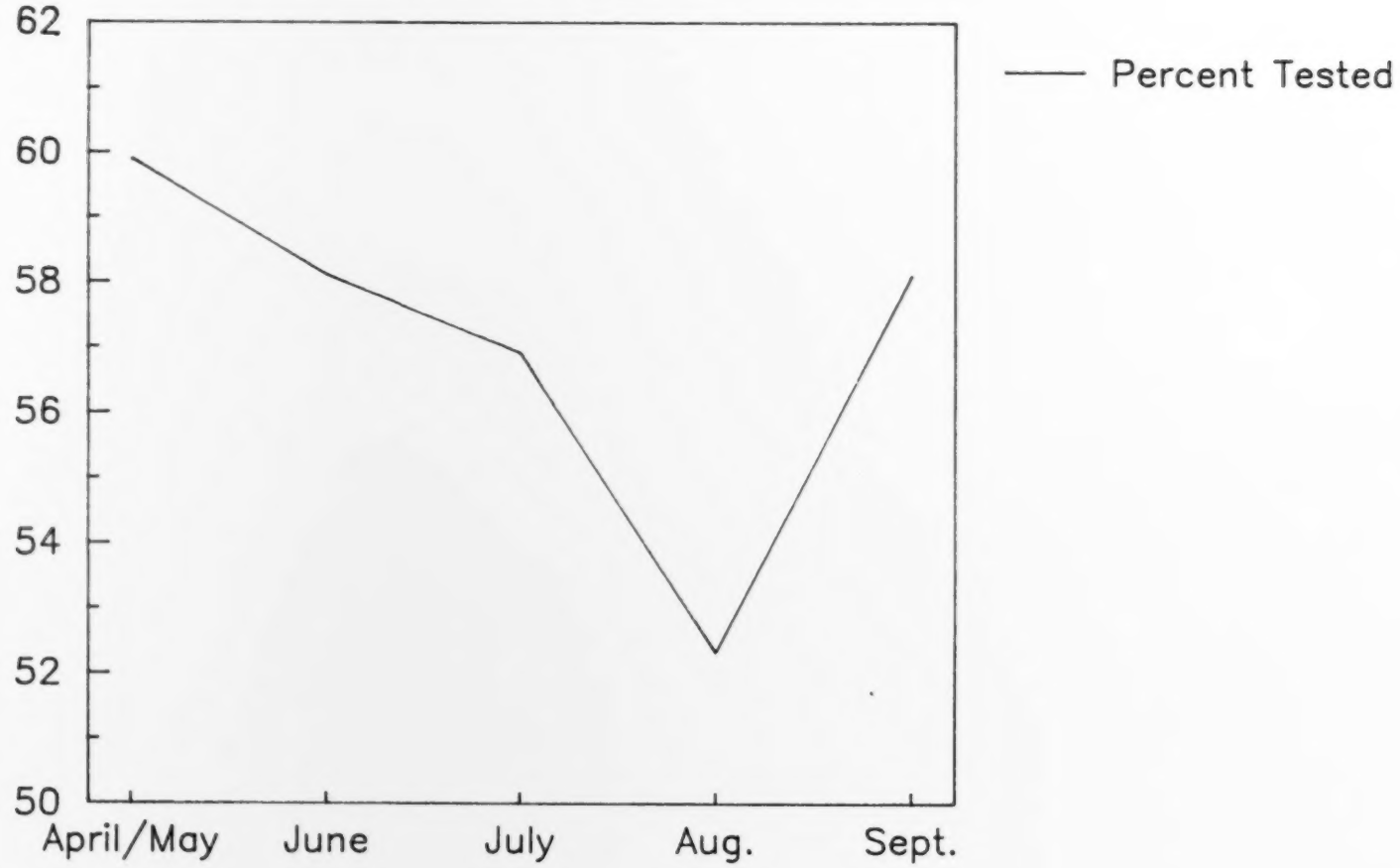


# Mean Scores of Students Tested

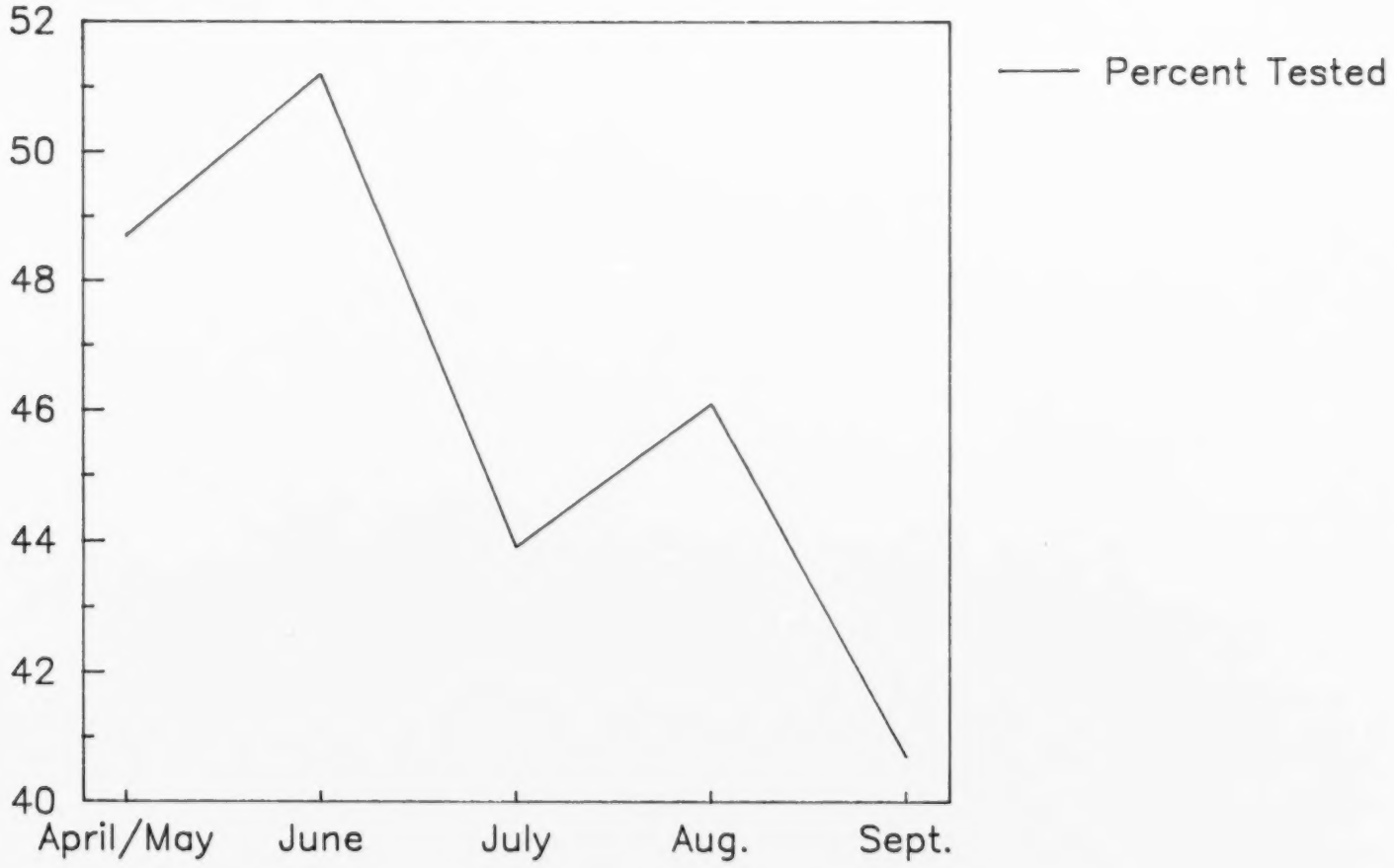
## for Fall 88 by Month



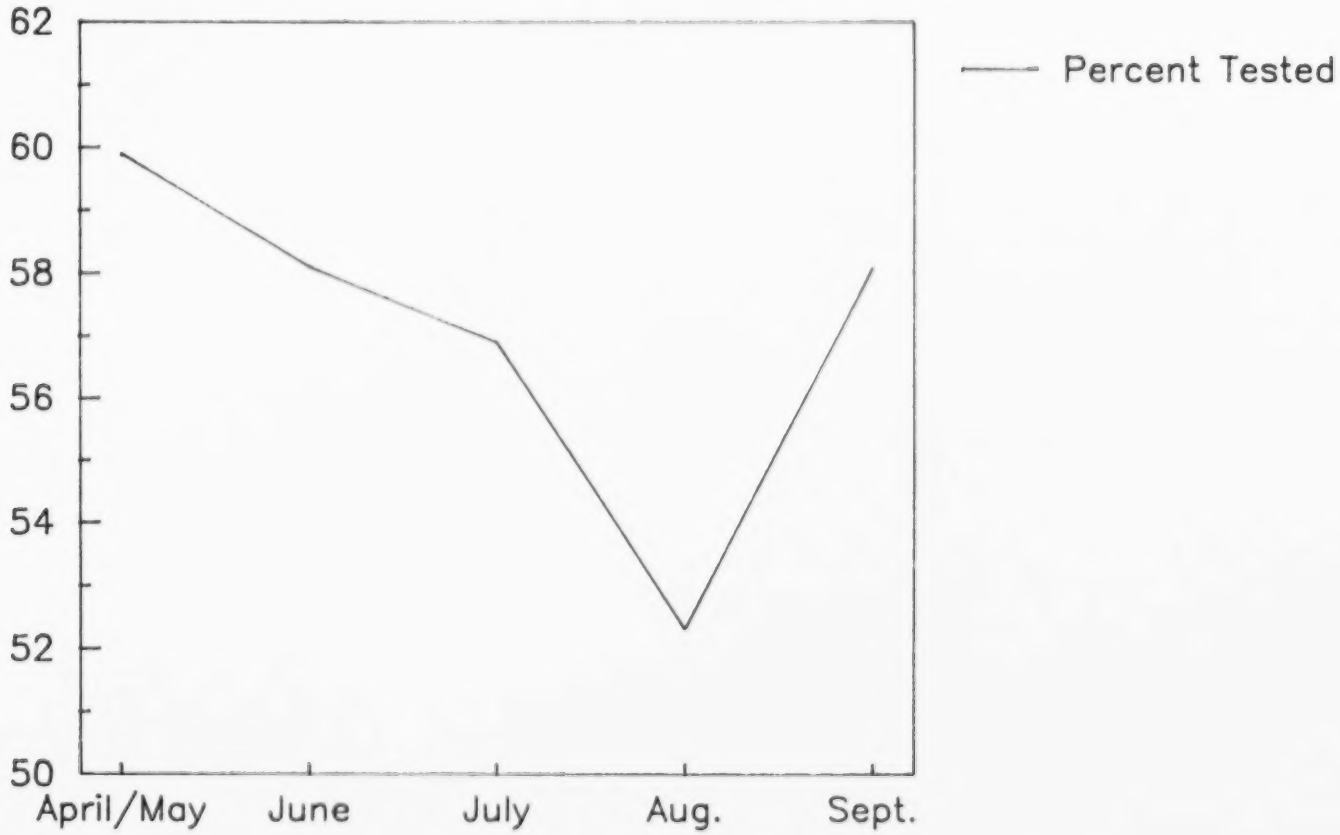
# Percent of Tested Students Placed in RDG091,101 for Fall 1988 by Month



# Percent of Tested Students Placed in ENG091,096 for Fall 1988 by Month



# Percent of Tested Students Placed in MAS001,002,MAT001,002 for Fall 88 by Month

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